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# THE ELEMENTARY SCHOOL JOURNAL

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## **Educational News and Editorial Comment**

### JUDGE TOWNER'S ANNOUNCEMENT

At the conference attending the installation of President Kinley, of the University of Illinois, Judge Towner, while advocating the establishment of a federal department of education and also federal subsidies to the states, made the explicit announcement that the two aspects of the matter are definitely separated in the consideration of Congress. The reorganization of the executive departments is now being actively discussed by a joint committee of the House and Senate, and this joint committee will not take up at all the matter of appropriations.

It seems natural to expect that those who have advocated up to this time the appropriation features of the Towner-Sterling bill as its most important part will now join in a consideration of the possibilities of a strong department of education without subsidies. The problem of what shall be done later will, of course, be one of the first matters to be taken up by the newly created department. It would certainly be unwise to saddle a new department, even if that were possible, with the clumsy provisions of the present bill. Furthermore, there is under way at the present time a national inquiry into school finance, liberally supported by educational foundations and in the hands of leading educators from a number

of institutions, which will throw much light on the whole matter of educational support. There can be nothing but gain in the long run from an open-minded attitude on the part of everybody in the matter of school finance until the results of this scientific inquiry can be substituted for the hastily drawn-up plan based on pure guesswork which in 1918 was drafted into the bill creating a department of education.

In the meantime it is possible to turn public attention to the serious consideration of the problems that relate to the organization of a department of education. The editors of the *Elementary School Journal* are collecting from leading educators their views and in the next issue will enter more fully upon a discussion of the whole matter on the basis of the returns from these inquiries. So important is it that discussion begin at once, however, that several of the early responses to the inquiry are being included in this issue without further comment.

From Dr. George D. Strayer, chairman of the commission of the National Education Association which prepared the first draft of the bill:

I have your letter in which you ask for my views concerning the organization of a federal department of education.

In this communication you suggest that the petition presented to the President, asking for the creation of a department of education and omitting to mention subsidies, is evidence of the abandonment of the program for federal aid as provided in the Sterling-Towner bill. This assumption is contrary to the facts. There has never been more generous, nor more widespread support for the Sterling-Towner bill than at the present moment.

The situation in Washington demands that action be taken at this time with respect to the reorganization of executive departments. As you know, the Committee on Reorganization of Executive Departments is expected to report early in the next regular session of Congress. The President's personal representative, Mr. Walter Brown, has given out interviews from time to time with respect to the form which this reorganization will take. It has seemed to us who have supported the Sterling-Towner bill that the problem of the creation of a new department would probably be determined by, or at least that the debate would center around, the report of the reorganization committee. For this reason, and not because we have given up the idea of federal aid, we have concentrated upon the issue of a department at this time.

If a department of education is created as a result of the reorganization committee's work, the case for federal aid for the removal of illiteracy, the

Americanization of the foreign-born, the development of a program of physical education and health service, the training of teachers, and the equalization of educational opportunity should then be pushed. The fundamental considerations which lead to the advocacy for federal aid for these particular purposes have not changed. We are still a nation composed of political units called states that vary greatly in their ability to support public education. We are still under the obligation, if we believe in the fundamental principles of democracy, to provide for an equality of educational opportunity for all of our population. We are still menaced by the illiterate and the foreign-born who do not understand American institutions or American ideals. We are still in a disgraceful position with respect to the education and professional training of those who teach in our schools. We can still afford to make an investment in the physical well-being of our population with an entirely reasonable expectation of large returns on any investment that is made.

I am in entire sympathy with those who would make of the department of education a center for research and for experimentation comparable to that undertaken by the Department of Agriculture. I am persuaded, however, that it is just as important that we consider the national obligation to aid education in the several states.

From President A. Lawrence Lowell, of Harvard University:

The object of your articles being to favor a federal department of education, whose head should be a member of the Cabinet, I do not see how I can contribute to them, because that plan seems to me unwise. It would, in my opinion, bring education into politics, and politics into education, in a way that would be unfortunate. After a few years the secretaryship of education would almost inevitably be given to some politician of second-class rank—second-class because it will not be regarded by politicians as one of the great offices in the Cabinet.

From Dr. S. P. Capen, Director of the American Council on Education, Washington, D.C.:

I believe there should be a government establishment for education different from any which now exists. Probably this had better be a department of education. Indeed, I have on many occasions advocated a department. And, all things considered, I think I should be best suited by that type of organization. The department, however, is in itself not essential to the achievement of the results which friends of education seek. Another kind of office might conceivably achieve these results quite as well. I make this statement because I think it has been our habit to accept the whole program proposed too uncritically. In advocating certain mechanisms we have lost sight of the ends. The ends alone are important. What are they?

They seem to me to be three. We must have a federal establishment which unifies the government's own educational enterprises, which gathers into itself

or which establishes close co-ordination among the thirty or more offices now dealing with the government's educational affairs. The federal establishment must be equipped with money and personnel to make the kind of systematic, comprehensive study of American educational problems that will show us where we are and what we must do. One of the first of these problems is the problem of federal aid. Is it needed? If so, where? How much and how distributed? These matters have never been carefully studied. All proposed solutions are guesses which can be made to look ridiculous by the most cursory probing.

The federal establishment must be dignified enough, well-equipped enough, influential enough to enable it to secure the services of the best minds in the profession, both as permanent officials and temporary consultants. In other words, it must be the focus for leadership in the field of education.

These I am convinced are the only things that we want from the department of education at the start and the only things that are safe.

#### DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

The Department of Elementary School Principals, organized in 1920 as a division of the National Education Association, is publishing a bulletin. It is making an effort to get on its feet as a vigorous agency for the cultivation of a stronger professional spirit among elementary-school principals. The president of the department, Mr. Leonard Power, makes the following appeal in the last bulletin:

When one joins a national association of any kind he expects at least two very definite helps.

First, he expects to receive news from the association which will keep him in touch with what is being done by the association and by its members everywhere.

Second, he expects to be kept in touch with the results of the most advanced studies and investigations which are being undertaken by the national association.

Any national association is very limited in its work when the membership fee is low. The organization cannot pay any of its officers or any members of its committees for their time. Most of the members are very busy.

Realizing these limitations, the president of the Department of Elementary School Principals wishes to lay before you plans for making the work of this department most effective.

The department will make its largest advance during the first year of its organization if it will collect the results of the studies which have already been made by elementary-school principals. It will reduce the results of these studies to a clear, readable outline. This will give the essentials to the entire

membership. These outlines will also contain information concerning the author of the study and his address. Members who wish to follow studies in greater detail will then send to the author for complete information.

If we could draw from our members all of the studies which they are making and all of the methods which they are using in the supervision of their schools, we would have a splendid contribution to make to all of the members.

The second means which an association of this kind may use to attain its end is through the local principals' association. At present we do not know where these associations have been organized. We do not know what work they have undertaken, although many of them have published results of their studies. It is true that these studies have been largely local, but they have been attacking problems which are quite general. We must learn where these associations are, how many members they have, and what studies are being undertaken by them. When the studies themselves have been turned in to the department, they should be condensed just as the studies by the individual members were condensed, and they should be scattered broadcast among the elementary principals of the United States.

If you are an elementary principal, whether a member of this department or not, please immediately consider yourself a vital part of it. If you have undertaken any studies of your own which have or have not been published, please inform the department of that fact. Do not wait for someone else to tell us that there is an organization of principals in your city or state. Get in touch with the secretary of your association at once and have him get in touch with us. Within thirty days of the issuance of this call it should be possible for us to know all the facts that we have requested in this letter.

We propose to expend each \$2.00 membership fee in the following manner:

For postage.....	\$ .25
For printing.....	1.00
Sending information to members.....	.25
For office expenses, etc.....	.50

We expect to issue a yearbook before the July meeting. This yearbook will contain information concerning studies that have been made by the members of the department, and by local associations of elementary-school principals. We expect to put on a program at the February meeting of the Department of Superintendence in Chicago and at the N.E.A. summer meeting.

It will be impossible to accomplish these ends unless you, as individuals, will do your part. This letter to you does not outline specific questions for you to answer, but if you will re-read it you will see what information we most need. Please address your letters to Mr. J. Bracken, Principal, U. S. Grant School, Duluth, Minnesota; or to Miss Mary W. Riese, 2010 N. 18th Street, Philadelphia, Pennsylvania; or to Mr. Leonard Power, Principal, Franklin School, Port Arthur, Texas.

I would appreciate responses from the membership.

## INDIANA STATE SCHOOL SURVEY

The state of Indiana has organized a state-wide survey of schools. Since the funds for this undertaking were not adequate, the commission in charge secured the aid of the General Education Board.

The survey staff consists of Dr. S. P. Capen, who is to have charge of the survey of higher education; Dr. Alexander Inglis, who will survey the secondary schools; and Dr. Frank P. Bachman, who will be in general charge of the field work.

The scope of the inquiry is laid down in the preamble and series of resolutions adopted by the legislature. The essential paragraphs of the resolutions are as follows:

WHEREAS, The efficiency and vitality of a school system of a commonwealth are fundamental to the progress, welfare, and happiness of the people; and

WHEREAS, Public attention has been directed to the low rating of the Indiana school system, thus creating much speculation as to the cause of this low rank and the needed measures for improvement; and

WHEREAS, There has never been a thorough and scientific study, by direct and first-hand investigation, of the system of public education in Indiana; and

WHEREAS, It is recognized that further progress and growth in efficiency of the system of public schools in this state imperatively demands readjustments of far-reaching importance; and that these readjustments, whether of administrative organization and control, of apportionment and distribution of school revenues, of provision of adequate facilities for training teachers, or of improvement in methods and materials of instruction, or other like problems, should be based upon a careful and impartial study of all the facts and conditions relating to the system of public education in Indiana; THEREFORE

SECTION 1. *Be it resolved by the Senate, the House of Representatives concurring,* That a commission of five, to be known and designated as the Indiana Education Survey Commission, to be selected and appointed by the governor, is hereby created for the purpose of making an educational survey of the state of Indiana including the investigations hereinafter enumerated:

1. To investigate the entire educational system of the state with a view to standardizing, unifying, and correlating the various policies and agencies of such system in order that they may be in harmony with the educational requirements of the state.

2. To suggest to the next General Assembly such revision of the school laws as may be necessary and to prepare drafts of proposed acts where changes are recommended.

3. To investigate inequalities in the educational advantages of the children in various sections of the state.

4. To investigate the comparative needs and expenditures for elementary and higher education.

5. To investigate the present and future needs of Purdue University, Indiana University, and the state normal schools, in order that they may meet the necessary educational requirements of the state.

6. To investigate and determine the cost per student of those attending the schools of the state, including primary, secondary, and advanced institutions of learning, and to recommend, if necessary, such methods and procedure as will eliminate extravagance and needless expenditure of money.

7. To prepare and submit to the next General Assembly a statement showing in detail the various sources of revenue of Indiana University, Purdue University, and Indiana State Normal School, together with a detailed statement of the expenditure of such funds.

#### EDUCATIONAL PROGRESS IN NEW YORK CITIES

A recent issue of the Bulletin of the New York State Department of Education publishes an account of the "roll-call of progress" which was part of the program of the Council of Superintendents. There are a number of items in this roll-call which are of more than local interest; they are quoted in part as follows:

*Dunkirk*.—Pays one-half the expenses of its teachers who attend summer school, up to \$100; has installed a co-operative course in mechanical construction covering five years, which has enlisted the active support of labor organizations as well as manufacturers.

*Glens Falls*.—Rewards perfect attendance for thirty days by one-half day extra vacation.

*Ithaca*.—Finds employment of woman nurse as attendance officer solving most of problems of truancy, it developing that only a small part of the cases reported are due to incorrigibility, most of them coming from family conditions which may be attended best and most successfully adjusted and relieved through the agency of a sympathetic woman adviser.

*Jamestown*.—Has used thrift machines for banking savings of pupils in schools. Four of these machines took in \$600 the first week of this school year.

*North Tarrytown*.—Now in third year of project of carrying teachers through three years with same class. First-grade teacher goes with children through third; fourth-grade teacher, through sixth. A saving of at least two weeks at the beginning of each term is claimed.

*Mount Vernon*.—Has nearly \$1,000,000 building plan under way, providing three junior high schools within a year. Superintendent has council,



composed of representatives of teachers from all schools, and takes up with this council all matters relating to welfare and operation of schools.

*Nyack*.—New high-school building, accommodating 1,000, to be started soon; site of nine and one-half acres bought. Part-time nurse aids in attendance officer's work. Special effort made to improve social surroundings of teachers, through entertainments, lecture courses, and contact with residents of Nyack.

*New York*.—Open school week brings thousands of parents to inspect schools and their work, and see just what children are doing and are expected to do. Every adult who can be interested gets personal invitation from one of the children. "America's Making," great festival showing the part immigrants have taken in molding nation, enlists active help of schools, which offer pageants, plays, music, and dancing, and link various geographical, historical, and economic features of celebration with their own class work. Intelligence tests being used generally in high schools for grading. Poor assignments of teachers found responsible for absences in teaching-personnel. Provision for mental and physical comfort of teachers found profitable, and handbook of instruction, outlining succinctly duties under New York City school administration, given to all teachers.

*Amsterdam*.—Medical and dental clinics in separate building for all school children. Open-air school for tuberculous suspects.

*Niagara Falls*.—Sustained publicity campaign booms night schools, including high-school and Americanization classes.

*North Tonawanda*.—Has school hospital, equipped with five beds, where minor surgical operations are performed. Gives block letter honor for scholarship as well as athletics, a general average of 80 per cent being demanded.

*Perry*.—First-grade retardation found to be 30 per cent, and mental tests adopted. Excellent results obtained from preprimary training, supplanting old kindergarten system.

*Spring Valley*.—Operates successfully vacation school from nine o'clock to noon, five days in week for six weeks. Teachers get classes of about fifteen each and claim as much progress as normal-sized classes in same subjects make in half school year.

*Oswego*.—Teachers review, in writing, at least one educational book each quarter.

*Walden*.—"Find yourself" campaign of vocational guidance, in co-operation with leading citizens, successfully put on by schools.

*Whitehall*.—School appropriation of \$225,000 obtained. High-school registration increased 123 per cent in two years. Most complete survey of single school plant ever made in New York State results in advantageous reorganization of administration, with centralization of authority in office of superintendent.

*Rochester*.—"Know your school week," similar to New York's open school week, successfully carried out.

*Schenectady*.—Six junior high schools in eighteen months; clinics for speech correction; classes for totally deaf; six classes for atypical children in one building; classes in salesmanship and automobile repair featured; night "movies" under school direction in summer; 600 attend vacation school, elementary, and high; isolated school for incipient tuberculosis; third year of mental rating; high-school credit for Bible study and research outside of school, based on examination prepared by nonsectarian board of clergymen of many denominations.

*White Plains*.—Building in Italian section becomes popular community resort. Fifty-four cents of every dollar of city taxes goes to schools.

*Yonkers*.—Unassigned teachers in every large school, enabling principals to give special attention to pupils and classes in need of it; \$1,500,000 for new schools to take care of 10 per cent increase in school population; new buildings provide sixty rooms and all are equipped with movable furniture.

#### THE RESULT IN CINCINNATI

When Superintendent Condon of Cincinnati, Ohio, made the statement to the Board of Education which was quoted and commented on at length in the *Elementary School Journal* of November, he took a stand with which all school people agreed most heartily. Several readers of the *Elementary School Journal* have written asking how the votes of the people went.

The answer to the question is supplied by the following paragraph from the letter of a Cincinnati correspondent:

The mayor on the Republican party ticket was elected by a 28,000 majority. The citizens' candidates, on the other hand, were elected by a majority of from twelve to thirty-five thousand, which means that from forty to sixty thousand voters who supported the party candidates for other offices voted for the non-partisan candidates for the Board of Education. The party organization was ready to admit that a great mistake was made in nominating candidates for the Board of Education. The people made clear that they intended to have the Cincinnati schools kept free from politics.

#### A HEALTH PROGRAM FOR OSHKOSH

The State Normal School at Oshkosh, Wisconsin, has issued in mimeographed form a series of suggestions for teachers. These are used as part of the school's program for cultivating more intimate contact with teachers in service. As was stated last year, the training school has adopted the plan of bringing in from time

to time the teachers from neighboring schools for a day of conferences. This year the visiting teachers are given definite mimeographed suggestions on various matters, such as primary constructive work, silent reading, science experiments, and so forth.

One of the series of suggestions relates to health and was prepared by Mrs. Mace, director of physical education for women. The second part of this outline is quoted as an example of the way in which progressive work can be arranged for a health program extending through the grades. Readers of Miss Hoefer's articles which are appearing in the *Elementary School Journal* will be interested to compare the work suggested by Mrs Mace with that recommended by Miss Hoefer.

#### TEACHING OF HYGIENE IN THE ELEMENTARY GRADES

1. Automatic health habits established. Imitation and constant repetition.

2. Personal inspection. Used as a game. Questions asked by teacher and later by pupils, such as Are the hands clean? Is the face clean? Are the nails clean and well trimmed? Are the ears clean? Has the toothbrush been used? Does the child have a handkerchief, etc.

3. Original jingles and stories encouraged. Introduced by health stories from *John Martin's Magazine*, such as "Mary's Little Teeth," "Mary's Little Nails," and "The Wail of the Tummy." Also use of *Child Health Alphabet* by Mrs. F. Peterson (New York City: Child Health Organization). Stories such as "Jack O'Health and Peg O'Joy" by Beatrice Slayton Herben (Charles Scribner's Sons).

4. Pictures form an important part. Original pictures encouraged.

Fifth-grade habit hygiene topics:

1. Breathing good air
2. Taking care of the nose and throat
3. What and how to eat and drink
4. Caring for the teeth
5. Harmful stuffs for the mouth
6. Making the body strong and straight
7. Caring for the skin, nails, hair, and scalp
8. Caring for the eyes and ears
9. What to do when accidents happen

Sixth-grade germ hygiene:

1. Plant germs or bacteria
2. Animal germs

3. How the body naturally combats germ enemies
4. How to help nature control germs
5. Ventilation in regard to germs and body temperature
6. Clothing in relation to germs and heat

Seventh-grade community hygiene:

1. Pure air and good water as community rights
2. Quarantine and community care of the sick
3. Inspection of food-supply sources
4. Mosquitoes, flies, rats, and pets as community menaces
5. Community duties and burdens

Eighth-grade human body hygiene:

1. Foods
2. Blood and lymph
3. The circulation and common colds
4. The air, breathing, and speaking
5. Body wastes, ventilation, and heat—control
6. Bones and joints
7. Muscles, posture, exercise, and fatigue
8. Behavior, brain, nerves, and senses
9. Stimulants, narcotics, and medicines

Health songs and plays are very popular in the upper grades. Original ones most enjoyed.

#### A STUDY OF SCHOOL FINANCE

Cuyahoga County, Ohio, the country surrounding the city of Cleveland, has recently made a detailed study of its income and expenditures, and has put the results in a mimeographed pamphlet of thirty-eight pages for the use of local school officials. The document is an excellent example of the kind of helpful supervisory advice which a scientifically minded county superintendent and his staff can offer to the schools under their charge. The text discusses all of the problems of school finance and makes its teachings clear and vivid by including a number of graphs.

The graphs cannot be reproduced, nor can the various problems treated be reviewed in full. One page dealing with inequalities in the tax rate may be quoted as typical. References to graphs have not been eliminated from the quotation.

A glance at Chart II shows the inequalities that exist in Cuyahoga County. The wealthiest districts had twelve times as high a valuation per capita as the least favored of the districts; consequently they raised a larger amount of

money per capita than did this last district. The variation in valuation per capita and the tax rate in mills is shown on this chart. It is right that the county should be a unit for purposes of taxation, in order that some of the less favored districts may benefit by the distribution of taxes. This helps in a few cases to right wrongs that have been committed in the past in the division of townships, whereby one section should incorporate and include all the public-service corporations. There have been a number of instances of this in the past, and this will continue to happen until some means is worked out of equalizing the tax burden.

When one district can raise \$350 per capita with a rate of 2.7 mills, while another district has to have a rate of 9.0 mills to raise \$85 per capita, it does not make for equality of educational opportunity. The amount raised per capita by each district from local taxes is shown in Chart III. The amount varies from \$350 per capita to \$38 per capita, with the average for the county at \$100.79.

Certainly those districts which are near the bottom of the list have reason to feel that the tax burden is not equitably distributed; yet they have in some cases striven to maintain school facilities far above the average.

#### THE MATERNITY BILL

A measure of educational importance, which became a law in November, is the Sheppard-Towner Bill to co-operate with the states in promoting the welfare and hygiene of maternity and infancy. This proposal had been under consideration for several years, but only in the closing days of the past session did it become a law. The act authorizes appropriations to be apportioned to the states for carrying out its provisions. The Children's Bureau of the Department of Labor is charged with the administration of the law, under a Board of Maternity and Infant Hygiene consisting of the chief of the Children's Bureau, the Surgeon General of the United States Public Health Service, and the Commissioner of Education. In carrying out the provisions of the act the states are allowed a very wide liberty. This law will undoubtedly have a far-reaching effect. It is interesting as a further extension of federal activity in social and educational matters. Two decades ago such legislation would have been thought impossible.